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Devoted to The
High-School-College
Entrance
Scholarship Fund

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LATIN LEAFLET

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TRUSTEES OF THE SCHOLARSHIP FUND

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IMPORTANT NOTICE

The Fourth Meeting of The Latin Club

Send Your Postal Card at Once

The fourth regular meeting of The New York Latin Club is called for Saturday, December 21, at 12 M, in the Hotel Albert, corner of University Place and Eleventh Street, New York. Professor Wm G Hale, the head of the Latin Department of Chicago University, will address the Club on some matters of the liveliest interest to Latin teachers. All persons who are interested, whether teachers of Latin or not, are cordially invited to be present. The plan is to serve luncheon (50 cents a plate for members, 75 cents for guests) at 12 M promptly, so that there shall be no delay. Tickets for the luncheon can be secured from the Secretary on application or from any member of the Executive Committee. The address will follow the luncheon, and adjournment will occur about 2 P M, *thus leaving the afternoon still unbroken for those who attend.* Please send a postal card at once to the Secretary, Mr A L Hodges, 36 East Twelfth Street, New York, if you intend to be present, so that we may inform Mr Frenkel, the proprietor of the hotel, how many to expect. *Please attend to this at once.* Ladies are especially invited.

Information as to the conditions of membership in The Latin Club can be had at this meeting, or by referring to Nos. 3 and 10 of THE LATIN LEAFLET, or by addressing the Secretary.

H F TOWLE, *President*
A L HODGES, *Secretary*

An Error Corrected

In the last issue of THE LEAFLET the types made Dr Riess say (p 2 ¶ 2 l 13): "a discussion of the Solomon reformation of the currency" instead of "Solonian reformation of the currency".

The Study of Latin, an Historical Study

In Three Parts: Part II

Not even on a very reduced scale! The eight years of secondary instruction, and I include, advisedly, the college in the term "secondary", barely suffice to give more than a mere incomplete outline of ancient life even to the conscientious and faithful student. But may the High School, for this reason, be permitted to pursue a road of its own, instead of working toward this aim?

On this question I want to place myself into

strong opposition to Professor Bennett who claims in his latest book (The Teaching of Latin) that the study of the College differs essentially from that of the secondary school, and who seeks to justify the claim of Latin as a school-study purely by its merits for training the pupil in English composition (by means of translation—but that is another story, as Rudyard Kipling says) and for awakening the reasoning power. I cannot conceive of a theory more pernicious to true education than to ascribe different functions to the different grades of schooling. There is, to my mind, only *one* aim of *all* education, viz., the making of a good citizen; and I think him the best citizen who is able to judge impartially the course to be pursued in the life of his nation. As all guidance for the future can be derived only from the events of the past, from the recognition of their causes, and of their effects upon subsequent happenings, in other words, from History, it seems to me that all studies ought to converge towards this point, and that the impetus in this direction must be given from the earliest period, not be introduced by a sudden deflection of the line after four years. Only the method of acquiring knowledge should change with the pupil's advancing age, not the character of the knowledge itself. In the following discussion, I shall therefore regard the course in Latin as one uninterrupted current, flowing through High School and College to the University. Nor can I agree with those who claim that, as the majority of High School students may never get a College education, the course ought to be fitted to their needs rather than to an ideal postulate. For not the "How much?" of an education, but the "How?" constitutes in my eyes the essential factor of culture. As he must be considered a master of English who has thoroughly digested the "Authorized Version" and Shakespeare, so the boy who has studied *thoroughly* Nepos, Caesar, Cicero, and Vergil, has derived more benefit from his Latin, though he never go to College, than if he had gone through some composite course of superficial, translation-patched, instruction.

Let us now discuss in what way the limited

time, given to Latin in the High School, may be best used to equip the student with historical insight.

The first year stands by itself. It must give to the pupil what he can only get through hard, conscientious work, and by no royal road, viz., a working knowledge of forms. I purposely say, of forms; for what he can learn of syntax during this time is so meager that it hardly counts, not to mention that in its condensed form it rarely stands the test of actual reading. Even a good pupil when asked to explain the sentence: *dixit Caesarem occidisse*, will be satisfied to answer "Construction of Indirect Discourse" and will answer in the same way even the question: What do verbs of saying govern?

During this year historical instruction must be absolutely incidental. To use Professor White's words (*Beginners' Greek Book*): Tell the pupil something every day about some phase of ancient life, as the occasion offers. Says Professor Shorey (*School Review* 1897): Whenever an apparently grotesque or senseless expression is elucidated by reference to the primitive and alien, religious or ethical, conception or institution that gives it meaning, the pupil receives a simple, safe, and concrete lesson in comparative religion, ethics, folk-lore, anthropology, or institutional history, as the case may be.

But let me add: Do not forget to show him that the facts you tell stand in some relation to us. Speak of the founding of Rome, but tell him also that this is the same city in which the Pope resides to-day. Such caution may seem unnecessary, but I have only recently heard that Alba Longa is in Sicily, and Carthage in Palestine; not to mention the confusion of Tyrians and Tyrrhenians. Strive for clearness and accuracy, and be sure, you do not talk above the level of your class; and refer them to familiar features of their surroundings. That is not only sound psychology, but also good business policy. When you speak of the Pons sublicius refer your boys to the trestle over Jamaica Bay. Mention the Senate of the time of the Kings, and compare it with the City Council. Accustom him, also, at this stage to imagine things and not words. If you use Coy's Primer, and go through the outline of Roman history there, have a map on the wall of your class-room, and let all places be pointed out. Also let the pupil draw himself a map. Show him photographs of the scenes mentioned, of statues of the Gods, also show him at this early stage the Roman bent for admin-

istration and law, in the simplest way, of course. For example, show him how wonderful it is that the same mountain-tribes which but a few years ago fought Rome on the battlefield have become her staunchest defenders in the Hannibalic war, and explain the strength of national ties by comparing this fact with the attitude of the South in 1861 and 1898.

This, too, happens to be the year in which ancient history is studied. Let that be thorough, but simple. It need not be the boy's final occupation with it. The teachers of Classics will have chances enough to elaborate upon phases of ancient history. Above all, give the boy a firm skeleton of dates which he can clothe with the flesh of facts. The other day answers to a question for the date of the Trojan War varied by several hundred years. Rome was founded about 1000 B. C. Augustus ruled A. D.; further details unknown. Nor is this my individual experience. Mr Bennett says: "The knowledge of Roman history brought to College by the average freshman is something lamentably meager and defective. From the seniors of a New England College I received the following answers: Augustus reigned 500 A. D.; and the next man to whom I turned corrected this to 1500 A. D. A young woman in her senior year who was writing her graduation thesis on a subject taken from Greek said she had heard of Pericles, but did not know where and when he lived". And Mr Bennett adds that these cases, though somewhat extreme, are somewhat typical.

ERNST RIESS

Dudleio Buck

MUSICO OPTIMO MAXIMO
JAM VALETUDINIS CAUSA
PEREGRE NAVIGATURO

Cervus abit: mussant Musae: balbutit Apollo:
Templa gemunt: populus flet, titubante choro.
Cervus abit: numeri pereunt, et follis anhelat:
Di patriique vacant: patria canna tacet.
Cervus abit: marcent aures oculique petentes
Carmina quae sociis mutua stella canet.
Cervus abit: chordas sceptro qui saepe vocavit
Illius en! nervos conscia cura quatit.
Cervus abit: taedetque viae turbaeque tenacis
Saltibus Elysii languida corda carent.
Cerve, redi! mutes animum qui trans mare curris!
Sit modo tempestas spiritus ipsa tibi!
Cerve, redi! somnus raucis e fluctibus adsit,
Lalli voce modos vix imitante tuos!
Cerve, redi! madidos per campos nocte quietem—
Non iter aeternum—iam recreate, veni!
Cerve, redi! dorso delphinis vectus Arion
Effugiens cepit, veste nitente, domum:
Cerve, redi! penitus sensu, spe, viribus aucto,
Mox tibi grata suam patria mittet avem!

ANON IBID